

and external resources necessary to carry them out.

2. The report will cover, each year, one of the four categories of fundamental principles and rights in turn.

B. Modalities

1. The report will be drawn up under the responsibility of the Director-General on the basis of official information, or information gathered and assessed in accordance with established procedures. In the case of States which have not ratified the fundamental Conventions, it will be based in particular on the findings of the aforementioned annual follow-up. In the case of Members which have ratified the Conventions concerned, the report will be based in particular on reports as dealt with pursuant to article 22 of the Constitution.

2. This report will be submitted to the Conference for tripartite discussion as a report of the Director-General. The Conference may deal with this report separately from reports under article 12 of its Standing Orders, and may discuss it during a sitting devoted entirely to this report, or in any other appropriate way. It will then be for the Governing Body, at an early session, to draw conclusions from this discussion concerning the priorities and plans of action for technical cooperation to be implemented for the following four-year period.

IV. IT IS UNDERSTOOD THAT:

1. Proposals shall be made for amendments to the Standing Orders of the Governing Body and the Conference which are required to implement the preceding provisions.

2. The Conference shall, in due course, review the operation of this follow-up in the light of the experience acquired to assess whether it has adequately fulfilled the overall purpose articulated in Part I.

The foregoing is the ILO Declaration on Fundamental Principles and Rights at Work and its Follow-up duly adopted by the General Conference of the International Labour Organization during its Eighty-sixth Session which was held at Geneva and declared closed the 18 June 1998.

IN FAITH WHEREOF we have appended our signatures this nineteenth day of June 1998.

The President of the Conference,
The Director-General of the
International Labour Office.

"This is a big step forward for the ILO and its members as we enter the 21st Century. With the passage of this Declaration, the ILO has underlined and clarified the importance of the fundamental rights of workers in an era of economic globalization. It firmly demonstrates that we can and will move forward in an effort to see trade and labor concerns as mutually supportive—not mutually exclusive.

As we have said and as President Clinton stated in his speech to the World Trade Organization on May 18, we must continue to forge a working relationship between the ILO and the WTO. We continue to see it as vitally important to a strengthened trading system that we advance the effort to protect basic workers rights. That remains our policy and our commitment.

This Declaration and its follow-up procedure furthers our abilities to pursue these objectives. Nothing in this Declaration restricts our ability to advance together the liberalization of international trade and the protection of basic worker rights. As the ILO has stated, the Declaration does not impose any restrictions in this regard on members.

It is also clear, with this recommitment to core values, that the ILO members have accepted the need to be accountable. And with this action, there will now be a process with-

in the ILO to demonstrate that accountability.

I was honored to be a part of this historic ILO meeting and to work with my colleagues to adopt this crucial Declaration that outlines a vision for the next century for this organization. Clearly we proved in these weeks in Geneva, that a consensus can be reached among governments and between employer and worker groups.

There were long and difficult negotiations over this Declaration, but I was always confident about the outcome because, from the beginning, there was a consensus among us, a shared objective and an historical obligation to do what we have done."•

UNSHACKLE LEADERS OF AMERICA'S EDUCATION

• Mr. COVERDELL. Mr. President, the results of the 1998 Stanford 9 tests—better known as the SAT's—are now available. Overall, the results are dismal. No matter what improvements may be noted here and there, the bottom-line numbers reveal a failing education system that shortchanges the students and parents who rely upon it.

In each of the four categories of performance—below basic, basic, proficient, and advanced, the story is the same. As a group, the kids fall farther behind as they progress through the system. That's the case with regard to both math skills and reading.

That disturbing news is all the more reason for those of us who are committed to structural reform of this country's schools to redouble our efforts, especially in providing education alternatives for low-income families.

In the process, we should not overlook the need for sound management in our schools. Indeed, managerial reforms, implemented on the State and local level, will be crucial to the success of education reform. That is the point made by Donald Bedell, Chairman of the Bedell Group and a long-time consultant in management and organizational structure for major corporations.

Mr. Bedell has outlined his thinking along those lines in a brief paper that exhorts Congress to "unshackle leaders of American education." His insights are on target, and I ask that they be printed in the RECORD.

The material follows:

UNSHACKLE LEADERS OF AMERICA'S EDUCATION

The never-ending and often contentious national debate over the future course of public education disguises the negative impact excessive administrative control exerts on student academic achievement. How?

It concentrates on finding "solutions" in Washington and in state capitols, year after year after year, for each of the endless number of individual school functions that yearn for assistance. Yet, bureaucracies in all four management levels unnecessarily complicate and slow decision-making, cause costs to rise, burden classroom teachers with intolerable administrative burdens, and share responsibility for student academic scores that have stayed flat for a generation. The overhang of irresponsible mandates continues to plague efficient management efforts.

A detailed study of Indianapolis public schools budgets (IPS) by the Friedman Founda-

tion, for example, indicated that annual cost per student was \$9,886, (double the U.S. average), school enrollment between 1990 and 1996 dropped from 52,000 to 43,000, while administrative costs rose from \$370 to \$500 per pupil and little more than 30% of its budget paid for teacher salaries. Its student scholastic record, compared to state, national and IPS results, an average of 10% below the national average, 25% below the state results and 35% below the Catholic school average in Indianapolis.

It seems clear that The Friedman Foundation, and Mayor Goldsmith, believe that the IPS current condition demands a thorough management restructuring including reduction of administrative overhead, including additional voucher programs and turning over several dozen non-education support services to private sector contractors. On any professional cost-benefit analysis, development of effective managers and leaders wins by an overwhelming margin.

Meanwhile, attention of many leaders has been diverted from focusing on laying the foundation, and nurturing it, for more efficient school organization structures at all four levels—each state, local school boards, district superintendents and school principals. They are the management "balance wheel" function that must be charged with primary responsibility for improved education—not Congress, not the Education Secretary, not the President.

Those four entities alone bear the total responsibility to deliver an improving body of high school graduates—not curriculum experts, not standards experts, not teacher selection experts, not police surveillance of students. On the quality of public school leadership and management, as in the business community, rests the future of public schools, in the words of the Educational Research Service as early as 1992.

Unfortunately, organization and management matters are still viewed by some as an overpowering, fearsome, inscrutable, unchanging and monolithic structure manipulated by unknown backroom shadowy characters. Nonetheless this command and control management culture survived world wide for 100 years! Initiated by the King of Prussia in the 1880s, it has served America's military and business organizations well through wars, depressions, industrial revolutions and bloody foreign revolutions. It got the job done and brought a successful conclusion to World War II that left America at the top of the heap in international economic and political affairs.

But, beginning in the 1960s, the emergence of the most stunning and enormous revolutions in the volume and depth of all scientific inquiry, improved product manufacturing, expanded global trade and investment, and vast communications demands, swamped business operations. It forced business management to devise new operational procedures that adjusted to this new reality. It demanded a new flexibility to manage the data, and, to provide opportunities for individuals to increase their contributions to a more productive society.

Organization structure became organic and specific to each institution and its purpose. In business historian Alfred Chandler's words, "Structure follows strategy. But it must be flexible to allow for changes. Organization design and structure require thinking, analysis and a systemic approach. The new organization paradigm turns a monumental relic of the past into a living current organism."

What are the dynamics of such new flexible structures? Maximize personal and financial resources. In Peter Drucker's words, leaders can't allow organization structure to remain static, or "just evolve. The only things that

evolve are disorder, friction, malperformance.

What then is the driving force of strategy and tactics? Recognition that all institutions, including public education, are subject to competition. There is no specific structure to strategy development that leaders should follow. But not until a decision is made at the top of the four levels of management to construct a well-articulated purpose, and then to accept discovering, understanding, documenting, and exploiting insights as a means to create more value than competing organizations, can be solid basis of strategy be laid.

Would the education sector face the sometimes painful adjustments of restructuring as the private sector? Not necessarily. Once a long range schedule and target established, the time frame could extend over 5 or even 10 years, taking advantage of personnel attrition and retirements and the influx of new students. Firing 30% of the District of Columbia central office, announced recently, in one fell swoop, could easily be avoided except in severe financial crises.

What are possible Congressional education strategies?

(1) Encourage state governments to unshackle state education leaders by deregulating school boards and by re-invigorating school district superintendents, school boards, principals, and teachers by releasing them from state mandates, statutes, rules and regulations, as former Motorola Chairman Galvin suggested.

(2) Promote an "Executive Scholarship Fund" for 3,000 eligible education sector managers at various levels each education year, for 5 years, for training in business management practices. The cost? At \$5,000 each, maximum cost would amount to \$15 million to be borne 20% by grantees, or a net \$12 million.

(3) Promote a "Teacher's Management Improvement Fund," for 12,000 eligible teachers each school year for 5 years @ \$1500 for a total of \$18 million to be borne 20% by grantees or a net of \$14.4 million.

(4) Continue to consider funding a wide variety of education programs to states and local entities, despite continuing evidence that student academic remains flat or worse.

(5) Withhold support for a \$22 billion 2-year federal funding program for local school building programs, and a \$12 billion plan over 7 years to hire 100,000 teachers as proposed by the President.

On any credible professional measurement, the development of effective managers and leaders wins by an overwhelming vote. They can and do make mistakes, but without them, society wanders about in an amorphous atmosphere of confusion and indecision—without positive results. Such an environment would contribute nothing to the development of America. ●

THE U.S. COAST GUARD AUXILIARY

● Mr. MURKOWSKI. Mr. President, I rise to call the attention of my colleagues to the distinguished record of the United States Coast Guard Auxiliary, which today marks its 59th year of operation.

Most of us know this fine group of men and women only as the civilian arm of the Coast Guard—a volunteer group of friends and neighbors who offer safe boating and navigation classes, and perform courtesy inspections to ensure that our boats are equipped the way they should be.

However, Mr. President, there is far more to the Auxiliary. The Auxiliary was formed when the clouds of war threatened all the civilized world, and when war came to the United States, the members of the Auxiliary served their country well.

Recently, the commander of United States Coast Guard Group San Francisco, Captain Larry Hall, spoke to Auxiliary Flotilla 5-7 on the 55th anniversary of its formation. His address is a capsule history of the Auxiliary in general, and of San Francisco's "Diablo" flotilla as a specific example, as well as a look at how the Auxiliary and the active-duty Coast Guard work together to keep Americans safe.

Mr. President, I ask to have Captain Hall's remarks printed in the RECORD.

The remarks follow:

REMARKS TO COMMEMORATE THE 55TH ANNIVERSARY OF "DIABLO" FLOTILLA 5-7 COAST GUARD AUXILIARY

(By Captain Lawrence A. Hall, USCG).

Immediate Past District Commodore Marilyn McBain, Vice Commodore Mike Maddox, District Rear Commodore Jack O'Neill, Flotilla Commander Bill Graham, Members of Diablo Flotilla 5-7, fellow members of Team Coast Guard, and friends:

You have honored me with the kind invitation to speak to you on this special occasion * * * to share this important piece of Coast Guard History—of the Coast Guard Auxiliary and the role Flotilla 5-7 played in it. Needless to say, the Auxiliary has been an important part of our Service's history during this century, and as an active-duty Coast Guard member, I'm honored to be associated with you all.

I realize that many of you here tonight have personal memories of World War II, and that some of you served our country with distinction during those years of trial for our nation. Of course, I'm but a youngster, and wasn't even a gleam in my parents' eye until nine years after the war ended! I don't share any of those memories, and had to borrow from someone else. So, before I get too far along in talking about the Auxiliary's early years, let me credit Malcolm Willoughby's book *The Coast Guard in World War II*, published in 1957 by the U.S. Naval Institute. It's an excellent reference.

Let me start at the beginning * * * The forerunner of the Coast Guard Auxiliary, originally called the Coast Guard Reserve, was created on June 23, 1939. Its missions were to:

Promote safety of life at sea and upon navigable waters,

Disseminate information relating to the laws, rules and regulations concerning motorboats and yachts,

Distribute information and knowledge concerning the operation and yachts, and,

Cooperate with the Coast Guard

It seems that we were just yesterday celebrating the Auxiliary's 50th anniversary—I know we're not getting any older, but shudder to think that somehow time's flown, and next year we'll actually be celebrating the Auxiliary's 60th!

To continue * * * With war underway in Europe, on February 19, 1941, Congress passed the Auxiliary and Reserve Act. The Act in effect created a real military Coast Guard Reserve as we have today, added the uniformed but unpaid Coast Guard Temporary Reserve, and gave you, the civilian arm of the Coast Guard, your present name. Then war broke out * * * and you jumped into action. I've read that Seattle flotillas actually

commenced patrols on the evening following the Pearl Harbor Attack. Many patrols were quickly established elsewhere, with Auxiliarists putting in countless hours patrolling in their own vessels. By June 1942 the Auxiliary had grown to about 11,500 people, with 9,500 boats organized into 44 flotillas.

At first any Auxiliary member could volunteer the services of his boat, himself, and crew for temporary service in the Temporary Reserve. In this way, the Coast Guard drew on trained Auxiliarists for the performance of regular Coast Guard duties afloat on a military basis, and the Auxiliary became chiefly a source of military supply.

The program for temporary reservist on full-time duty with pay was originally established to aid the acquisition of badly needed reserve boats and people from the Auxiliary because the need for small craft in the early days was extremely urgent. Men were enrolled for temporary duty for specific periods such as three or five months, and usually assigned to their own vessels. They were not transferred from their particular boat or out of District. Their duty was chiefly with the Coastal Picket Fleet from June through November 1942, when this type of duty was discontinued.

As the war tempo increased and port security responsibilities grew, the Coast Guard leadership realized that the Auxiliary's civilian status prevented their effective wartime use. Not only did Auxiliarists lack military authority, but when going out on anti-submarine warfare patrol, they risked, if captured, being executed as spies! The need for militarization was obvious, the result being that the majority of Auxiliarists were eventually enrolled in the Coast Guard Temporary Reserve. This final setup for the Temporary Reserve, enacted on 29 October 1942, included Auxiliarists in a part-time no-pay status. The Temporary Reserve gradually took over patrol responsibilities from the Auxiliary, with Auxiliary patrols finally being discontinued in 1 January 1943. In the various configurations of the Temporary Reserve, the Auxiliary provided a nucleus of men well-qualified in small boat handling, along with their boats. This force, which by war's end numbered 30,000 Temporary Reservists and 1,000 boats recruited from the Auxiliary, allowed our more able-bodied men to be sent to the combat theaters, and performed a service on the home front which was vital to our national security.

So, it was in this context that the Diablo flotilla was created in 1943. Though I don't have access to much in the way of Flotilla historical records, your Flotilla Commander Bill Graham tells me that, depending on how you count it, the Diablo flotilla was either the sixth flotilla—or one of the first nine flotillas—formed in the Northern Region of the Eleventh District. I'm sure that your predecessors in this Flotilla had a large part in patrolling the lower Sacramento and San Joaquin Rivers as well as the upper San Francisco and San Pablo Bays. People from Diablo Flotilla undoubtedly gave their service to the Temporary Reserve, making a vital contribution to the security of the Bay and Delta areas. I have to think this was no insignificant task, given the strategic sites at the Naval Weapons Station and Port Chicago, Mare Island Naval Shipyard, and the oil refineries of the area. This, and they still performed all their usual boating safety functions.

Now I'll fast forward from the forties to modern times. Flotilla 507 has been an active force in promoting safe boating in the Delta. I note that:

In 1994, under Jack O'Neill's leadership, you were lauded as the District Eleven (Northern Region) outstanding flotilla.